

## Research Space

Unpublished conference or workshop item

**Students as partners in learning and teaching: Assessing the effectiveness of student evaluation of teaching**

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# Background

Student evaluation of Teaching



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Students as partners in teaching and learning

# Aims and Objectives

The aim of the study was to strengthen students' partnership in teaching and learning using 'Student Evaluation of Teaching (SET)'.

# Methodology

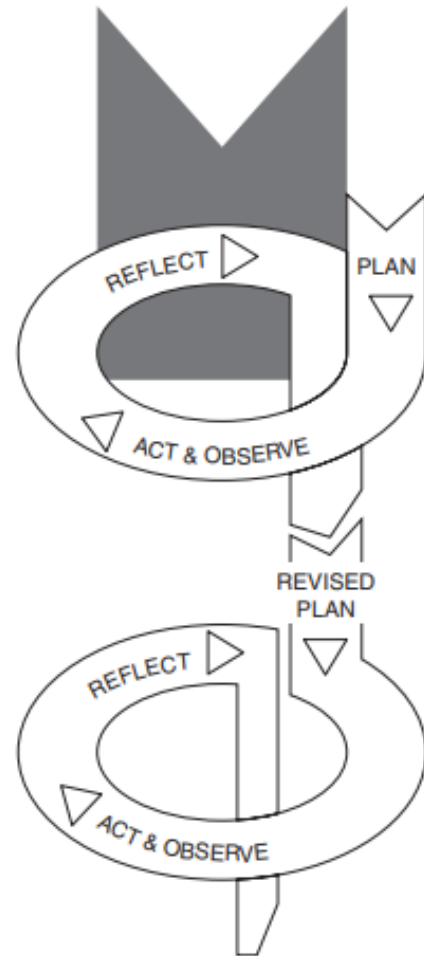


FIGURE 1.1 Kemmis and McTaggart's action research spiral

Koshy, V. (2010). *Action research for improving educational practice: A step-by-step guide*. London: Sage Publications. Pg.

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# Original Questionnaire

## Faculty of Health and Wellbeing Module Evaluation Form

Module:		Date:				
Please complete this questionnaire by ticking the box, which most readily corresponds to your feelings or opinions about this module.						
1.	<b>ACHIEVEMENT OF AIMS</b>	Strongly Agree 5	Agree 4	Unsure 3	Disagree 2	Strongly Disagree 1
a.	The module made a positive contribution to my understanding of the area					
b.	Learning outcomes were clearly stated and addressed					
2.	<b>MODULE CONTENT</b>					
a.	The issues were dealt with in sufficient depth					
b.	The module was well organised					
3.	<b>LEARNING AND TEACHING</b>					
a.	The teaching was clear, informative and effective					
b.	The module booklet was well structured					
c.	The library resources were adequate for the requirements of the module					
d.	Computing resources were adequate for the requirements of the module					
e.	The e-learning resources (e.g. Blackboard) were adequate for the requirements of the module					
4.	<b>ASSESSMENT GUIDELINES</b>					
a.	The assessment guidelines were informative and clear					
b.	The assessment was appropriate to the learning outcomes					
5.	<b>SUPPORT AND SUPERVISION</b>					
a.	Tutorial support was readily available					
b.	I was provided with constructive feedback on my work					
6.	<b>EVALUATION</b>					
a.	The overall procedures were appropriate					
b.	Mechanisms for constructive feedback were satisfactory					
7.	<b>ACHIEVEMENT OF PRACTICE COMPETENCIES</b>					
a.	The practice competencies reflect the learning outcomes	N/A				
b.	The use of practice competencies enhanced my practice	N/A				

<b>ANY FURTHER COMMENTS</b>	
1. ACHIEVEMENT OF AIMS	
2. MODULE CONTENT	
3. TEACHING AND LEARNING	
4. LEARNING RESOURCES	
5. ASSESSMENT	
6. SUPPORT AND SUPERVISION	

# Revised Questionnaire



## END OF MODULE QUESTIONNAIRE

Module:		Date:				
Please complete this questionnaire by ticking the box, which most readily corresponds to your feelings or opinions about this module [Scale: Definitely agree (5), Mostly agree (4), Neither agree nor disagree (3), Mostly disagree (2), Definitely disagree (1)]						
	<b>Questionnaires</b>	<b>5</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
1	Module was well organised and structured					
2	Learning outcomes were clearly stated, addressed and achieved					
3	Module has provided me with opportunities to explore ideas or concepts in depth					
4	The teaching was clear, informative and effective					
5	Staff used varied teaching activities					
6	I felt fully engaged with this module					
7	The library resources were adequate for the module					
8	The e-learning resources (e.g. Blackboard) were adequate for the module					
9	The assessment guidelines were clear and informative					
10	The criteria used for marking have been made clear in advance					
11	I have received sufficient advice and guidance in relation to this module					
12	Staff has been helpful and approachable					
13	This module has challenged me to develop my thinking					
14	The module enabled me to develop skills that will help my employability and career development					
15	Overall, I am satisfied with the module					
16*	What I liked most about this module and how did it contribute to my development?					
17*	My suggestions for improving this module					
18*	Any additional comments (If you have disagreed to any questions, please explain)					

\*Write your experience and use other side of the page to fit in your answers.

# Findings

Table 1: Year 1 and Year 3 response rates for revised and original SET questionnaire

	Revised questionnaire		Original questionnaire	
	Completed	Short answers	Completed	Short answers
Year 1	15/15 (100%)	10/15 (66.67%)	12/15 (80%)	5/12 (41.67%)
Year 3	17/18 (94.5%)	9/17 (53%)	16/18 (89%)	4/16 (25%)

Table 2: Total response rates for revised and original SET questionnaire

	Revised questionnaire		Original questionnaire	
	Completed	Short answers	Completed	Short answers
Total	32/33 (97%)	19/32 (59.37%)	28/33 (84.85%)	9/28 (32.14%)

# Reflections from students when asked about the original SET questionnaire



# Reflections from students when asked about the revised SET questionnaire

*“This is much better and short - just one page, not too much to write. This is really good but still we don’t think this will be taken seriously”*

# Conclusion

- Ø SET is an important exercise and has the potential to improve the learning environment and ensures students as partners in teaching and learning but the purpose and expectations from SET needs to be clearly communicated to the students.

Thank you!



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